

IDENTIFYING TEACHING COMPETENCIES
SPECIFICALLY FOR
INTEGRATED EDUCATION OF THE DISABLED CHILDREN

Report of ERIC (NCERT) Sponsored Project

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Sudesh Mukhopadhyay

PREFACE

Human Resource Development is a crucial area for any new programme or scheme that is launched. Same is the case with the scheme of Integrated Education for the Disabled Children. This scheme was initiated in the year 1974 by the then Ministry of Social Welfare and later on shifted to the Ministry of Human Resource Development in the year 1983. The Scheme has started catching attention recently with the support of NCERT. UNICEF is also taking keen interest to develop area specific modalities for implementation of integrated education of disabled children. The glaring need of the day is preparation of teachers in the general schools to integrate these children. This calls for competencies for social, emotional and educational integration in the true sense of the word. Special schools for disabled children also feel the need for such an intervention. Hence it was a timely effort on the part of NCERT to finance such a project. We are sure that this report will spark off many more research efforts in this area and result in providing an empirical base to the future teacher education programmes, both preservice and inservice.

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1.0.0. INTRODUCTION

1981 was the year of the disabled. The landmark of the year was the emphasis given to the constitutional directive for Equalisation of Educational Opportunities. It gave a new dimension to the ongoing educational policies and programs. The country came out with a national policy on the Integrated Education for the Disabled Children (IEDC), thus emphasising the need to mainstream the educational provision for the disabled as against only segregated provision. Primary Education, naturally is seen as the first stage of integration and also the most important stage in the total perspective of education. With efforts going on for universalization of primary education, integrated education of the disabled has provided still a greater and newer challenge to the educational planners and practitioners.

The National Policy on Education 1986, therefore, lays special emphasis on the removal of disparities and the need to equalise educational opportunity by attending to the specific wants of those who have so far been denied equal opportunity. Outlining the steps for ensuring equal education opportunity for the handicapped, the NPE states that the objective should be "to integrate the physically and mentally handicapped with the general community as equal partners to prepare them for normal growth and to enable them to face life with courage and confidence".

Integration in the context of the disabled need to be defined. Integration is the opposite of segregation. Segregation is the process by which a special group in society is identified and gradually the social and physical distance between this group and the rest increases. A feeling of otherness develops in the group which alienates the former group. Integration is the process of bringing the 'part', here the 'handicapped' to the 'whole' the society. The indicators of integration are that handicapped persons enjoy the same right as the rest, have equal opportunity for growth and development in environmental conditions available to the rest, have access to the quality of life like any other citizen, and are treated as equal partners in the community. The process begins by physical proximity, i.e. reduction of physical distance. It continues with mutual sharing of the physical facilities and progresses towards reduction of social distance. The reduction of the physical and social distance results in social integration in which the groups become equal partners in the community. Needless to say, integration requires mutual appreciation of the strengths and limitations of both groups.

POA indicated that out of 12 million disabled persons, 4.3 million comprise the UPE age group. To this may be added 1.4 million children in the earlier age group which has relevance for early identification and preparation for education. These figures do not include learning disabled children who have above average intelligence, and do not have hearing or visual impairment, but

have specific deficits in learning, reading, writing and arithmetic due to problems in psychological process like preception, memory and information processing.

Though, no estimates regarding such children are available, the prevalence is considered to be 3-4 percent even in advanced countries like USA. The POA also suggests that mildly handicapped children, who can receive education in common with other children, should be brought within the educational system by 1990 and 1995. For severely handicapped children, who require services in special institutions, the POA suggests universalisation of educational services by 2000 AD synchronising with the goal of 'health for all'. To achieve this goal an increase in enrolment of disabled children in general schools by 25 percent every year has been envisaged.

It is a fact that a sizable number of mildly handicapped children do enter general schools, but they fail to achieve the normal academic standards. This brings down their self-concept and they tend to drop out. It is, therefore, necessary that children with consistently low academic achievement should be identified. It may be verified whether their low achievement is due to special learning problems arising out of some disability. By identifying the children with disabilities, a programme using corrective aids to overcome the handicapping effects of the disability, and development of academic programmes attuned to their needs can help in preventing dropout.

Another group of children with disability are those who do not enter the schools either because of the reluctance of parents arising out of the social stigma attached to the disability, or because of the school's reluctance to admit them since teachers do not feel confident of meeting their educational needs.

Special schools in rural areas are, by and large, not available. So we have three categories of disabled children who need to be served for meeting the objectives laid down in the POA:

1. Disabled children who are already in general schools and whose retention can be ensured through special support.
2. Children with mild disabilities who are out of school and can be brought within the general school system.
3. Children who will need education in special institutions because of the severity of their disabilities.

Concerted efforts will have to be made to identify disabled children within general schools, and to make special efforts to retain them through improved educational programming attuned to their needs. We will also require identification of out-of-school disabled children who can be brought to general schools with or without preparation. This calls for measures to enrol and retain these children in the schools which as such has been a problem of our school system for over a century.

However, teacher has been the kingpin for the success of educational plans not only in India but abroad also. There is no doubt that much will be expected on him/her even for target allotment for this section of children. But questions are: are teachers aware of this responsibility which may not be that natural to him as is the case for non-disabled children? Is the system geared to the preparations of teachers for this role? A survey of special schools shows that India lacks a well organised system for the preparation of teachers for special schools. Manpower so far have been drawn from voluntary spirit. It is a recent phenomenon that National Institutes of Handicapped have taken up the task of improvement of teacher's quality as most of the trainees are inservice persons. Pre-service programmes are still very few. University Departments have recently been motivated to include this need also in their charters but fruits are yet to be borne. With Integrated Education as the new direction, the problem has become too vast in magnitude. The NCERT made leading efforts in this direction.

Attempts are going on to bring the teacher educators for regular and special schools together and prepare guidelines for teacher preparation for integrated education. Equally important is the need to evolve a plan of action out of the on-going practices of integrated education and develop guidelines for teacher education with active contribution from the teachers themselves. But these efforts will not serve the purpose unless supported by relevant researches.

2.0.0. REVIEW OF RESEARCHES

Researches in the area of special education provision for the disabled children is not that new as it may appear to a casual observer. However, first handbook of research in special education appeared only in the year 1983 that itself speaks of the status of researches in the area of special education. Comparatively area of special education is still of recent origin. Referring to the areas of research under consideration for this study it is natural to search for related literature in the area of teachers' attitude towards integration of the disabled children, competencies required for the education of the disabled and other related variables to better understand the wider area of teaching-learning practices suitable for disabled children. However, most of the research studies reviewed here refer to a time period of 1980 onwards which is also a reflection on the chronological status of researchs in this area. The researches as such have been grouped under the main heading of Teachers Attitude Towards Mainstreaming/Integrated Education and also some researchs which have implications for identification of teaching competencies.

2.1.0. Attitudes of Teachers Towards Mainstreaming

Several studies covered teacher's attitudes toward mainstreaming and integration in its own right. In this section only these studies have been reviewed. Dyson and Kubo (1980) studied

attitudes of forty six supervisors and teachers towards integration of handicapped children in a regular preschool programme along with supportive services and facilitating conditions. It was revealed that most of the teachers favoured integration and supportive services. Teacher experience of working with handicapped was found to be related to the attitude towards integration.

Mark (1980) in a study of attitudes of elementary teachers toward the mainstreaming of educable mentally retarded children however, found no significant differences on the variables of teacher's age, degree, experience, grade level or prior teaching experience with mainstreaming EMR students. Berryman and Berryman (1981) in the interesting study of teachers in rural Georgia school studied the attitudes toward mainstreaming on a scale developed to establish a baseline of current teachers attitudes toward mainstreaming and to monitor attitudinal changes. The scale was administered to 2549 teachers and professional educational staff in rural Georgia countries. Generally teachers and educational professionals favoured the principle of mainstreaming. Teachers were of the opinion that including these students in mainstreamed classes these students does not inhibit either their learning or that of their classmates. The teacher were against mainstreaming disruptive students or those who lack learning abilities. Respondents with more teaching experience had somewhat less favourable attitude towards mainstreaming and also the older respondents had significantly less favourable attitude.

Ringlaben (1981) reports that 80 percent of the 117 teachers covered in the study indicated a lack of preparation for implementing mainstreaming. 47 percent tended to be very willing to accept mainstreaming, 42 percent of the teachers perceived mainstreaming as working somewhat while 60 percent did not perceived it to have any effect on normal peers.

Warger and Trippee (1982) in a study of preservice teachers' attitudes towards mainstreaming students reports that a set of beliefs held by subjects are the most significant factor in predicting overall attitudes toward mainstreaming students with emotional impairments. T.D. Manadhar (1983) in a study of preparation of teacher evaluation syllabus for teachers of integrated education for the visually handicapped at the teacher training institute level, however found no significant difference between the attitude of teachers in urban and rural areas, male and female, teachers, with or without degree, qualification teachers, and the teachers of residential and integrated schools.

Rao (1984) in a study on attitudes of staff towards integration, of mildly handicapped school going children with normal children in the age group 6 to 12 found that the staff of special schools appreciated the need for their integration in regular school but the staff in the regular schools found not to be equipped with the competencies to deal with these children within mainstreamed classes. G. Jayakumar (1985) A study of the attitude of classroom teachers of normal schools towards the education of the visually

handicapped child found that most of the teachers had positive attitude towards visually handicapped children although they were not satisfied by the knowledge of blindness that they possessed. Male teachers had more positive attitude towards blindness than those of females. Well experienced teachers had positive opinion towards visually handicapped and were interested to educate handicapped children.

As can be seen from the research review here teachers attitude is affected by the exposure to the disabled children during their day to day activities. As a result those who have some exposure to disabled children tend to have a positive attitude. However a common feeling of the respondents across all types of presage variables have been the need for training intervention. Hence the success of integration of handicapped children appear to be dependent on the preparation of teachers for this comparative new role.

2.2.0. Research Related to Teaching Competencies

A large number of research studies are available on identification of teaching competencies in general schools. However, area of identification of competencies for special education programmes is rather infant in its development. American literature offers a lot of depth in the area of research in this area. According to the review reported by Spungin (1977) a complete lack of clear and precise function description of teaching roles and their relevance to different organisational patterns found in the school programmes for the visually handicapped is indicated. A brief descriptive organisational pattern is given at the appendix of this report for the convenience of readers. Teachers of the visually handicapped have been cited as needing to be competent in using communication devices, instructional strategies, curriculum development and public education (Adam, 1908; Curtis, 1908; Clark, 1935).

Those working in a cooperative organizational educational setting were listed as requiring skills and knowledge in communication, orientation and mobility, public education, community resources, developing interprofessional relationships and consultation, and regular teacher training (Root, 1960).

In the literature, the most widely discussed educational pattern for visually handicapped children attending public schools was the resource room. The literature enumerates a list of competencies considered necessary for a teacher of the visually handicapped in the resource room:

1. knowledge of communication skills and use of devices (Barber, 1960; Heimbuch, 1962; Paterson, 1913; Root, 1960; Irwin, 1911; Johnson, 1961; Meyer, 1925; Bouargeault, 1960).
2. Understanding of the educational implications of eye conditions (Bourgeault, 1960; Mayer, 1925).

3. Skills in curriculum development and adaptation (Johnson, 1961; Bourgeault, 1960; Root, 1960; Meyer, 1925; Gilmore, 1956; Paterson, 1913).
4. Skill in public education (Bourgeault, 1960; Enright, 1953; Root, 1960; Fortner, 1954).
5. Skill in guidance and counselling (Bourgeault, 1960; Meyer, 1925; Gilmore, 1956; Heimbych, 1962; Irwin, 1913).
6. Skill in orientation and mobility (Bourgeault, 1960; Enright, 1953; Root, 1960; Johnson, 1961).
7. Knowledge of how to use and develop local, state, and national resources (Johnson, 1961; Bourgeault, 1960; Root, 1960; Gilmore, 1956; Heimbuch, 1962).
8. Ability to do teacher consultation (Bourgeault, 1960; Enright, 1953; Root, 1960; Heimbuch, 1962; Lowenfeld, 1956; Johnson, 1961).
9. Understanding of the sociological and psychological needs of children (Bourgeault, 1960).
10. Skill in paper work and record keeping (Bourgeault, 1960).
11. Knowledge and procurement of educational equipment (Bourgeault, 1960; Root, 1960).
12. Knowledge of child growth and development (Bourgeault, 1960).
13. Background in general education (Bourgeault, 1960; Root, 1960).
14. Ability to develop and provide supplementary services such as readers, tutors, class activities (Grant, 1966; Meyer, 1925; Root, 1960; Johnson, 1961).
15. Skills in classroom observation (Heimbuch, 1962; Gilmore, 1956).

The competencies for an itinerant teacher are markedly similar to those of a resource teacher with the following additions;

1. Is able to visit several schools regularly (Root, 1960; Lowenfeld, 1956; Avery, 1968).
2. Has the ability to raise the visual standards of all the schools in the district(s) (Bryan & Barthman, 1953).
3. Is able to travel quickly, allowing for flexible scheduling (American Foundation for the Blind, 1957, p. 15).

4. Accompanies class field trips (Johnson, 1961).
5. Attends and organizes teacher conferences (Johnson, 1961)

The teacher consultant for visually handicapped students in public schools became popular first in Oregon in the 1940s. the position was basically supervisory in nature but over the years this specialist has become more of an itinerant teacher than a supervisor. The literature cites both direct and indirect responsibilities for the teacher consultant:

1. Serves as a supervisor for the visually handicapped (Fortner, 1945).
2. Determines the type of educational placement for visually handicapped students (Fortner, 1945).
3. Arranges for special services (Fortner, 1945).
4. Is knowledgeable in public education (Fortner, 1945).
5. Sponsors and conducts workshops (Jones, 1953).
6. Supplies materials and aids (Jones, 1953).
7. Solves individual and general problems in eye care, visual hygiene, lighting, seating, and posture (Fortner, 1945).
8. Works with students in orientation and mobility (Fortner, 1945).
9. Works with regular classroom teacher (Jones, 1953).
10. Gives guidance and counselling (Jones, 1953).

As more responsibility is placed on community schools because of mandatory education laws for all children, the need for the teacher consultant has increased. As regular classroom teachers accept the responsibility to serve all children, the special educator may assume more of an indirect cooperatively through and with the public education structure.

Competencies in Residential Schools

The present role of the residential school is to attempt to meet the needs of the visually handicapped multiply impaired child as well as those of children in geographic areas with such sparse populations that adequate educational programs are virtually impossible. The staff is competent in a variety of skills in order to be concerned with the development of the whole child and his total life adjustment (Best, 1963).

"In states where day school programs are well developed, relations between residential and day schools vary ... (residential school) services include diagnostic appraisal of

visually impaired children with other handicaps; remedial educational programs for children with severe and/or unique educational problems; consultant services to teachers in local programmes; a centre for distribution of instructional materials including books; summer and/or short term academic year programmes for children who need intensive instruction in such areas as typewriting, braille reading and writing, physical education, home economics, daily living skills, orientation, and mobility; and materials and programmes for parents of preschool visually handicapped children" (School, 1968, p.20).

With the movement toward competency based education, the question must be asked whether preparation for special teachers has ever been analyzed in relation to actual tasks performed and to the varied roles that teachers of visually handicapped children assume. Much ambiguity persists about role expectations for teachers. There is a "... need to define more clearly the roles and functions of teachers and to develop the kinds of programmes which will likely produce teachers capable of functioning well in a variety of educational settings" (Bowers, 1963). In the age of specialization one can no longer solidly fix required units and courses through which every student must proceed.

In USA teachers of the visually handicapped find that the traditional curriculum and school programmes developed initially for the disabled population are no longer effective for the present day multiply-impaired child. In addition, the decrease in the visually handicapped school-age population has forced teachers and administrators to review and revise organization patterns of education and teacher responsibilities.

It is time for the role of teacher of the visually handicapped to be functionally redefined so that it reflects more adequately the needs of today's visually handicapped children and those of generations to come.

2.3.0. Implications for Present Study

Integrated education and its implications for teacher education is a relatively new dimension of research in education. So far the emphasis has been on the efficacy studies of integrated education. The researchers in the preparation of teachers for the new task of integrating disabled are just at the budding stage. Such researches are mainly concerned with the survey of teachers' opinions or their perception of the need for training for integration. Shotel, Iano and McGettingan (1972) indicated in one of their studies that regular teachers, by their own admission feel inadequately prepared to deal effectively with the mildly educationally handicapped children. The efforts to fill up this gap started as early as 1967. Schwartz (1967) discussed the preparation of the skilled practitioner. Haller (1968) pointed to the essentials in training personnel for work with special youngsters. But as Byford (1979) rightly points out, "... beginning has been made, but the task of developing a list of trainable and measurable competencies for teachers of the mildly

educationally ,handicapped needs to be continued". He surveyed the teacher education programmes at various levels and came to the conclusion that though some adjustments for regular classroom teachers for mainstreaming (American usage for integration) have been made in training programmes, but that was not enough).

In India, the efforts in this direction are nearly absent. The task of implementing the scheme of integrated education for the disabled children has caught momentum in a few states only, to name a few are Delhi, Rajasthan, Maharashtra, Kerala and Orissa. Other states are just starting. The enclosed figures^(Fig. 1) show the position statewise. The Tata Institute of Social Sciences conducted a study (Rane, 1981 on integration. This study has listed as one of the reason for not so satisfactory state of affairs is the inadequate preparation of teachers for the tasks. The proposals for adopting the teacher education programmes have been initiated. But the research need for identifying the special requirements for integration is quite glaring. The present proposal is an attempt to fill this gap and develop an empirical base for making provisions for teacher preparation to perform the new roles evolved out of integration of the disabled in regular classrooms.

Operational Definition of the terms used are given to facilitate the readers and providing a context to the terms used.

3.0.0. OPERATIONAL DEFINITIONS

The following terms have been used frequently in this report. The operational definitions are as under:

1. **Teaching Competency:** Teaching competency is the ability of a teacher manifested through a set of overt of the interactions between the presage and the product variables of teaching within a social setting.
2. **Impairment*:** It indicates the extent of damage to the organ or limb, in case of blindness, impairment means the type and extent of damage to the visual organ, i.e. the eye and the degree of loss of vision. This area can be measured clinically.
3. **Disability* :** Relates only to the amount of loss of function of the organ. Disability of a child to use his vision to perform specific tasks is directly related to the degree of impairment of his visual apparatus. If the child is totally blind, he will be disabled in those tasks in which sight is essential. If he has got low vision, he will not be as smuch disabled as a totally blind child in the area of recognition of near objects, in mobility, in social communication. Exact amount of disability in specific tasks can be ascertained by different tests and observations.
4. **Handicap* :** is the social aspect of disability. A visually impaired man is handicapped in social activities like education, economic pursuits, in using non-verbal and co-verbal languages in

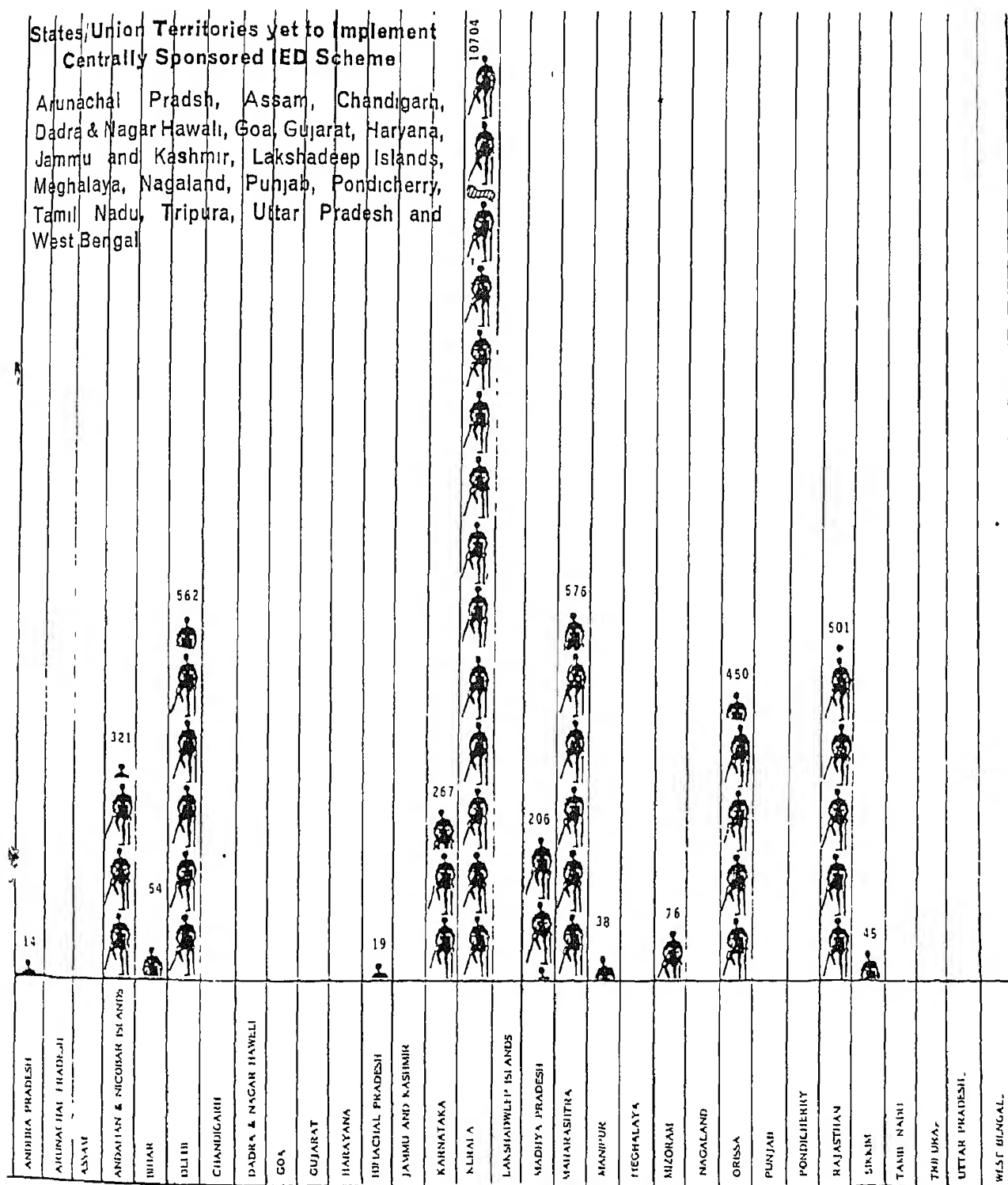
States/Union Territories Implementing
Centrally Sponsored IED Scheme

Andhra Pradesh, Andaman & Nicobar Islands,
Bihar, Delhi, Himachal Pradesh, Karnataka,
Kerala, Madhya Pradesh, Maharashtra, Manipur,
Mizoram, Orissa, Rajasthan and Sikkim.

ANDHRA PRADESH	14	
ARUNACHAL PRADESH		
ASSAM		
ANDAMAN & NICOBAR ISLANDS	20	
BIHAR	10	
CHANDIGARH		
DELHI	31	
DADRA & NAGAR HAVELI		
GOA		
GUJARAT		
HARYANA		
HIMACHAL PRADESH	2	
JAMMU AND KASHMIR		
KARNATAKA	25	
KERALA		
LAKSHADWEEP ISLANDS		
MADHYA PRADESH	17	
MAHARASHTRA	31	
MANIPUR	1	
MEGHALAYA		
MIZORAM	10	
NAGALAND		
ORISSA	19	
PUNJAB		
PONDICHERY		
RAJASTHAN	6	
SIKKIM	2	
TAMIL NADU		
TRIPURA		
UTTAR PRADESH		
WEST BENGAL		

2893

NO OF DISABLED CHILDREN COVERED UNDER IED PROGRAMME



100 NUMBER OF DISABLED

communication. His difficulties in conforming to social norms (which is predominantly a sighted society) makes him a handicapped person. A blind Robinson Crusoe is not handicapped in table manners, in gaits, in communication. Here, social attitude plays a very important part in shaping the blind child's personality.

5. General classroom in general school: Disabled children receive education in the general classroom in general schools with other children. They are taught by general teachers. For example, children with locomotor disabilities, visual impairment with correction, mild hearing impairment and cases of marginally low intellectual functioning follow the same curriculum as their nondisabled peers.

6. Education in general schools with adaptations and modifications of curriculum transaction: The disabled child receives education in general schools in the general classroom following the same curriculum as others. However, adaptations of teaching techniques or material according to his specific needs are made by the general teacher. This specifically applies to low vision children, such cases of hearing impairment where hearing can be corrected through aids and children with learning disabilities.

7. Education in general classroom with support from special teacher: Where the general class teacher has instructional or behavioural problems with the disabled child, he can seek the help of the special education teacher for instructional adaptation and modification. The special education teacher suggests educational alternatives to general class instruction. Thus, the disabled child receives services without being moved to special class/or a resource room through guidance from the special teacher.

8. Education in general classroom with part-time withdrawal for special instruction: A disabled child, though still in a general class setting, receives special part-time instruction through a special teacher. For example, a child may need special assistance in reading or require extra time for a particular curriculum area. The child may go to a special teacher for between one and three class period(s) a day according to his need. For example, a blind child may go for special practice in Mathematics and Map reading. Similarly, a hearing and speech-impaired child may go for special practice in language-learning.

9. Education in special class in general schools: Some disabled children need fulltime special class placement (self-contained class) to receive appropriate individualised instruction. It may be specifically required for severe and profound cases of hearing impairment and mentally retarded children. For example, mentally-

* These terms tend to be used interchangeably

retarded children may work in an integrated setting for non-academic activities like music, painting, dance, and drama and may attend a special class for academic activities. Their curriculum is also different.

The educational provision described above indicate that special support can be provided for these children in a general classroom. For some children, however, these facilities will have to be provided in a resource room/centre, where children with specific difficulties, for which help cannot be extended in the general classroom, are given instruction by the special teacher (resource/itinerant teacher).

4.0.0 OBJECTIVES

The main objective of the study was to identify the teaching competencies required for integrating the visually handicapped children in the general schools along with other children. The specific objectives of this study are stated as under:

1. To study the attitudes of teachers towards integration of disabled children.
2. To identify the general competencies required for integration of disabled children.
3. To identify specific competencies for integrating VH children.
4. To infer implications for teacher education programmes.
5. To develop a tool for identification of teaching competencies for integration of visually disabled children.

5.0.0.DELIMITATIONS

Initially the study was planned to cover all the handicapping conditions. However, in practice it was found difficult to tackle all the competencies for all the disabilities due to the resource and time constraints. It may be noted that most of the people working for the education of the blind, as the things stands today can only communicate in their regional languages. Second problem is that some of the teachers are blind. As a result for data collection individual administration of the questionnaire is required. Hence it was due to practical constraint rather than the planning of research which resulted in delimiting the study to the area of visually handicapped only in which the researcher had comparatively better competency. Hence the research may be read as 'Identification of Teaching Competencies Specifically for the Integrated Education of the Visually Handicapped'.

6.0.0. SAMPLE

The study covered two types of institutions for identification of teaching competencies. Special Schools has a long history of providing educational facilities for the visually handicapped children in this country. National Institute for Visually Handicapped is a national level institute under the Ministry of Welfare which is the apex body catering to the needs of visually handicapped in a comprehensive manner -early childhood interventions to rehabilitation of adult blind with facilities for schooling and vocational rehabilitation. This institute also has runs a model school for blind children. The questionnaire was administered to all the teachers of this school. Only 15 questionnaires could be completed on all dimensions and are considered for the analysis purpose.

Three special schools were also covered under the study, namely, Rashtriya Varjanand Andha Kanya Vidyalaya, Delhi and JPM Senior Secondary School, Delhi and Sharp Memorial School Dehradun. These schools are secondary schools. Again 20 questionnaires to each of the institutions were administered but only 2 and 4 respectively could be obtained duly completed.

Two higher secondary schools with integrated provision for the blind, namely, SRKV Vidyalaya, Coimbalore and President Estate School, Delhi were covered. From these schools 4 and 2 completed questionnaires were recieved back. Hence the study covers a total sample of 33 teachers. Questionnaire were sent to 10 schools of each category. Since even pursuance could not get many respsnos as a result personal visit by the Investigator was done to these institutions and the data were collected. SRKV Vidyalaya was the only exception were the data were received by mail. This explains the small size of the sample covered under this study.

Table 1 helps to describe the sample on background variables.

Table 1: Description of the Sample

Qualifications	Integrated Schools		Special Schools	
	M	F	M	F
Matric	-	-	1	3
Graduate	2	-	2	5
Post Graduate	4	-	9	7
Certificate in Education	-	-	1	2
Degree in Education	6	-	10	11
Certificate in Education of Blind	3	-	-	8
Diploma in Education of Blind	3	-	7	3

As can be seen from the above table only 24 respondents of possessed either a certificate of diploma in education of the blind. Though educational qualifications at post graduate level is held by 20 respondents and 27 have degree in education. This further elaborate the status of professional training in this area.

7.0.0 INSTRUMENTATION

As has been explained earlier the research efforts in the area of identification of competencies is rather recent. Hence ready-made tools for this study were not available. the following tools were developed for the data collection:

7.1.0. Checklist for Studying Attitudes of Teachers Towards Equal Education Opportunity for Exceptional Children in Integrated Classrooms.

The finalised version of this attitude scale is ended to this report. This attitude scale consists of 13 statements which are to be rated on a five point scale - strongly agree, agree, neither agree/nor disagree, disagree and strongly disagree. Inter judge reliability was worked out for this rating scale in terms of the score of the items. For content validity the draft version was given to three judges and only those statements have been included in the final version which was agreed by all the judges.

Table 2 : Inter-Judge Reliability statement

Judges	Items												
	1	2	3	4	5	6	7	8	9	10	11	12	13
1	+	+	-	+	+	+	-	+	-	+	+	+	+
2	+	+	-	+	+	+	-	+	-	+	+	+	+
3	+	+	-	+	+	+	-	+	-	+	+	+	+
4	+	+	-	+	+	+	-	+	-	+	+	+	+
5	+	+	+	+	+	+	-	+	-	+	+	+	+
6	+	+	-	+	+	+	-	+	+	+	+	+	+
7	+	+	-	+	+	+	-	+	+	+	+	+	+
8	+	+	+	+	+	-	-	+	-	+	+	+	+
9	+	+	-	+	+	+	-	+	-	+	+	+	+
10	+	+	-	+	+	+	+	+	+	+	+	+	+
11	+	+	-	+	+	+	-	+	-	+	+	+	+

As can be seen from the table except for item 3, 7 and 9 the rest of the responses are in the positive direction. The Chi-Square was calculated for the three items to decide the difference between the judgements of 11 judges for item 3 and 7 and Chi-Square came to be .37 with degree of freedom 2 for which the P value lies between .70 and .50 and for item No. 9 the Chi-Square was 1.23 which between P value of .30 and .20. Hence it can be inferred that all the three items can be negatively scored.

7.2.0. Competency Rating Scale for Teachers of Visually Impaired Children in Integrated Classrooms

This competency check list was developed after review of literature and job analysis of the teachers in the local schools of Delhi. The open ended questionnaire was administered to 30 teachers of Delhi schools involved in the teaching of the visually handicapped in the special schools as well as integrated schools. The analysis of this job analysis and review of literature resulted in the development of the present tools which is given in appendix. This check list is divided into two parts, part (a) presents general competencies for enhancing integration and part (b) presents specific skills for teaching visually impaired children in common with others. Both the statements are to be rated on a five point scale.

In India work on these lines is not available. However, Spungin (1977) under the auspices of American Foundation of the Blind has brought out the report at a national study on competency based curriculum for teachers of the visually handicapped. A detailed reference to this study would help the readers to understand present tool.

7.2.1. Developing Competencies

Competency based education is a system of education based on a precisely defined specification of competency in a given field. Emphasis is on achievement, with the psychological viewpoint that learning is enhanced if the student is actively involved in achievement of objectives. The criterion against which student performance is measured is the specific behaviour that defines each point along a continuum of achievement.

With the widespread development of competency based education in teacher preparation programmes in the United States, educators of teachers of the visually handicapped worked to define those specialized competencies necessary to teach visually handicapped children over and above those necessary to teach sighted children. Between 1973 and 1975, the American Foundation for the Blind coordinated six meetings of 28 professional teacher-educators of the visually handicapped from 22 colleges and universities. At these meetings, the document, Competency Based Curriculum for Teachers of the Visually Handicapped, Field Testing Edition, was compiled. Further, it was decided that to make the material more realistic, a national study should be undertaken to include reactions of teachers from both public and residential school settings.

The competencies were developed under 12 goal areas concerned basically with special competencies in seven teaching activities: Assessment and Evaluation, Educational Instructional Strategies, Guidance and Counseling, Administration and Supervision, Media

and Technology, School Community Relations, and Research. Each goal area lists prerequisite entry level behaviours in which teachers must demonstrate proficiency before acquiring new competencies for that particular goal area.

Competencies were written in terms of knowledge acquired by teachers, and the acquisition process was described in behavioural terminology under the categorical label of skill attained. Evaluative criteria were written under the category of achievement indicators requiring teacher proficiency in a certain competency and/or goal area to be observable and demonstrable. All competencies were, as far as possible, written in behavioural terminology in order to help identify specific teacher needs as well as to permit.

Approximately eight revisions were involved prior to publication of the Field Testing Edition, indicating to the reader that this was no easy writing task for those involved. There was basically no disagreement among participants as to content, but considerable time and effort was spent in considering the appropriateness of the actual format and writing style. As a result of many meetings during a two year period, the competencies given below reflect the efforts of 34 educators of the visually handicapped and, although the material will require constant revision, it is the first statement of its kind since the work of Mackie and Dunn in 1955.

The Competencies

1. Teacher will demonstrate knowledge of normal and atypical developmental patterns in visually handicapped learners.
2. Teacher will demonstrate the ability to assess visually handicapped learners using a variety of informal and formal procedures.
3. Teacher will demonstrate the ability to select, design and/or modify specialized curricula for visually handicapped learners.
4. Teacher will demonstrate proficiency in the operation of media and devices necessary for the education of the visually handicapped learner.
5. Teacher will utilize instructional strategies to facilitate learning in visually handicapped children.
6. Teacher can effectively utilize, instructional materials, media, devices, aids, etc. appropriate to the individual needs of visually handicapped children.
7. Teacher will demonstrate ability to identify and provide appropriate counselling and guidance services to visually handicapped learners, and significant others.

8. Teacher will demonstrate ability to utilize local, state and national resources to assist in the delivery of services to the visually handicapped learner.
9. Teacher will demonstrate knowledge of and opportunity for research with visually handicapped learner.
10. Teacher will accept responsibilities of being a member of the teaching profession and will make a commitment to improve services for visually handicapped learners.
11. Teacher will demonstrate ability to administer and/or supervise programmes for visually handicapped learners, including ancillary personnel, para-professionals, and volunteers.
12. Teacher can demonstrate the ability to evaluate both instructional sequences and overall programme effectiveness of various school programmes and agencies serving visually handicapped learners.

This study was the main reference for the study under reporting. However, goals 9 to 11 have not been considered under the present study as due to system differences in two countries it would not have made much sense to respendence goals 8 and 12 have been combined to suit Indian context.

The tool for the present study can be described as follow:

Competencies for Integration

This part comprises of 25 statements which can be sub-grouped under four headings, namely, Identification and Placement, Setting Goals, Academic Planning and Competency for Evaluation and Monitoring. Part (b) of this checklist involves competencies for 8 areas:

1. Knowledge of ATYPICAL DEVELOPMENT PATTERN of visually handicapped children.
2. ASSESSMENT of visually handicapped children.
3. DESIGNING CURRICULUM for visually handicapped children.
4. USE OF MEDIA AND DEVISE for visually handicapped children.
5. Competency for INSTRUCTIONAL STRATEGIES.
6. Competency for GUIDANCE of visually handicapped children.
7. Competency for COMMUNITY SUPPORT.
8. Competency for PLANNING MAINSTREAMING/INTEGRATION for visually impaired children.

Since the questionnaire was developed in English and the researchers were apprehensive about the clarifications of statements to the respondents a sub-column was provided in the checklist clarifying the indicator of each competency for increasing reliability of the statement. Originally a list of 100 statements were administered to 10 teachers in Delhi. Later on 61 statements were retained after checking the content validity of the statement. The details of the description of the competencies have been given under discussion of results in this report. It may also be mentioned here that for analysis purpose only the words mentioned in capital letters above will be mentioned henceforth in the tables for convenience.

8.0.0. ANALYSIS

Analysis involved studying the impact of attitude and sex of respondents if any on the ratings for competency identification. The background variables of respondents such as qualifications, SEs status were not considered as the review for literature strongly points out non-significant results across these variables. The detailed analysis is presented below.

8.1.0: Attitude of Teachers Towards Equal Educational Opportunity for Disabled Children

The study aimed at finding out the attitude of the respondents covered under this study towards equal educational opportunity for the disabled children in integrated classrooms. It was hypothesised that differences in attitude would also affect the perceptions of respondents of the skills required for integrations as well as special skills required to teach visually handicapped children. Chi-square test was used to find out the difference within the respondents from the same institutions as well as across the institutions. Two respondents from a school in Delhi did not complete this proforma, hence that school was not considered for this analysis.

Table 3 provides information on the attitudes of teachers schoolwise towards equal educational opportunity for disabled children.

Table 3: School-wise Statement of Teacher's Attitude towards Equal Educational Opportunity

	SA	A	NA/ND	D	SD	χ^2	F
NIVH	60	56	37	21	19	17.48	4 .01
Sch I	31	16	17	7	7	31.73	4 .01
Sch II	29	10	1	6	5	46.66	4 .01
Sch III	16	23	2	5	8	29.42	4 .01
Sch IV	28	13	1	4	7	31.65	4 .01
TOTAL	164	118	58	41	46	132.66	4

It may be clarified here that the tool consisted of 15 statements with likely responses on a five point scale - Strongly Agree (SA), Agree (A), Neither Agree Nor Disagree (NA/ND), Disagree (D), and Strongly Disagree (SD). The general trend has been towards strongly agree to most of the statements across the subjects as well as the institutions. All the Chi-Square values are significantly at .01 level. This suggests that sample subjects had a positive attitude towards equal educational opportunity for disabled children in integrated classrooms. It also means that no separate analysis would be required with attitude towards equal education opportunity for disabled children as an independent variable.

8.2.0. Identification of Competencies for Integration

Responses of all the thirty three respondents were analysed in terms of: (i) Components of general skills for integration as well as special skills for teaching VIC and (ii) total score on the tool for measuring perceptions of skills for integration and special skills for teaching visually impaired.

Hypothesis 1 : There will be no sexwise difference in the perception of respondents of general skills for integration of visually impaired children.

The tool for measuring perception on this dimension consists of four components, namely, Identification and Placement, Setting Goals, Academic Planning and Competency for Evaluation and Monitoring.

Table 4 gives mean and standard deviations as well as the 't' ratios which were calculated to measure the difference if any existed according to sex of the respondents.

Table 4 : Statements of Means, Standard Deviations and 't' ratio for Measures of perception of Skill for Integration

Component	Male (N=18)		Female (N=15)		't' ratio
	Mean	SD	Mean	SD	
1. Identification and Placement	22.6	13.5	25.8	11.4	0.738 NS
2. Setting Goals	8.1	4.12	9.6	3.85	1.08 NS
3. Academic Planning	31.4	25.6	36.5	13.8	0.72 NS
4. Evaluation and Monitoring	8.7	4.83	9.2	4.26	0.316 NS

It can be inferred from the above table that sexwise differences in the perceptions of skills required for enhancing integration were not found.

Table 5 gives the similar analysis for the special skills.

Table 5: Statement of Means, Standard Deviations and 't' for Measures of Perception of Special Skills Teaching of VIC in Integrated Classrooms

Component	Male		Female		't'
	Mean	SD	Mean	SD	
Atypical Developmental Pattern	11.3	6.24	13.3	5.04	1.07
Assessment	14.1	6.83	17.4	5.45	1.34
Designing Curriculum	47.6	23.7	56.2	10.0	1.16
Media & Devices	21.4	11.0	24.9	9.9	1.23
Instructional Strategies	25.1	10.3	29.9	23.7	1.10
Guidance	18.8	11.2	23.0	7.69	1.27
Community Support	14.3	6.54	16	64.3	0.108
Planning Integration	17.2	8.47	11	8.65	2.07

* Significant at .01 level

It can be seen from the above table that except for 1 component of mainstreaming/integrating skills, no difference across sex have been found significant.

The above analysis called for an analysis of total scores components for skills for integration as well as special skills for teaching VIC.

Table 6 : Statement of Means, SDs and 't' ratio for components of skills for teaching VIC for the total sample

Competencies	Male		Female		't'
	Mean	SD	Mean	SD	
Integration	75.8	38.6	81.3	33.0	0.1
Teaching VIC	154.0	13.39	173.8	100.9	0.1

When the total sample was considered for analysis competencies for integration and for teaching VIC in integrated classrooms, no significant differences were found amongst respondents. It means that sex-wise differences of response need not be considered for further analysis.

8.3.0. Place of Competencies in a Teacher Preparation Program

In a structured form of Opinionnaire usually the respondents to agree with most of the statements. However when such analysis is required for designing a training programme comparative ranking of competencies can be of great help. For

purpose the weighted scores were calculated for the responses to different components on the five point scale of strongly agree to strongly disagree continuum.

Table 7*: Institutewise Statement of Weighted Scores for Components of Competencies for Integration

Institutions	Competencies				Total
	I	II	III	IV	
I	163	186	166	157	672
II	189	205	187	194	775
III	150	191	213	158	712
IV	150	208	187	167	712
V	110	138	179	133	560
VI	148	190	216	160	714
TOTAL	910	1128	1110	969	

*The appendix gives the state-wise names of the institutions

The raw scores obtained for each institution on different components were converted into percentages to equate them across number of respondents and number of items under each component. The above table show that highest scores have been contributed by Institute I which happens to be a special school. If the scores are interpreted in terms of special schools and integrated schools the following pattern emerges.

Table 8 : Pattern of Ranking of Components of competencies for Integration

Institutions#	Components			
	I	II	III	IV
I (S)	3	1	2	4
II (S)	3	1	3	2
III (I)	4	2	1	3
IV (S)	4	1	2	3
V (S)	4	1	2	3
VI (I)	4	2	1	3
	4	1	2	3

* S stands for Special Schools

I stands for Integrated Schools

Though there is unanimity in the perceptions of ranking of integrated schools, special schools do differ in their perceptions of pattern of ranking. However over all pattern is that of more importance to competence for setting of goals, next comes planning teaching activities. Next is competencies for evaluation and least importance is given to identification and placement.

Table 9 gives similar analysis for special competencies for teaching of VIC in integrated classrooms

Table 9 : Institutewise statement of Weighted Scores for Components of Special Competencies for Teaching VIC in Integrated Classrooms

Institutions	Competencies							
	I	II	III	IV	V	VI	VII	VIII
I	160	167	196	189	213	193	200	194
II	233	216	202	192	202	233	213	211
III	156	165	178	159	186	179	160	175
IV	200	200	172	163	175	189	145	175
V	362	330	362	337	356	300	330	391
VI	158	163	181	156	167	177	153	174
	1269	1243	1291	1199	1319	1271	1276	1330

For these components also the score of institute V appear to make significant contribution, may be the respondents ticked all the ratings carrying higher scores. However Institutewise ratings is as under:

Table 10 : Pattern of Ranking of Components of Competencies for Integration

Institutes	Components							
	I	II	III	IV	V	VI	VII	VIII
I (S)	8	7	3	6	1	5	2	4
II (S)	1	3	6	8	6	1	4	5
III (I)	8	5	3	7	1	2	6	4
IV (S)	1	1	6	7	4	3	8	4
V (S)	2	7	7	6	4	8	5	1
VI (I)	7	5	2	6	1	3	7	1
TOTAL	5	6	3	8	2	1	4	1

There is no competency to rank the components in Table 9. However, overall pattern emerges with top 1-3-4-5-6-7-8-9 for ranking of the integration of VIC with content and use of audio-visual media and devices for teaching VIC in classrooms. Integration gets the second rank and the teaching of curriculum the third rank.

9.0 DISCUSSION OF RESULTS

As has been stated earlier teachers perception of the competencies in the area of integration and teaching of VIC were analysed in terms of importance given to different competencies. The detailed discussion is as under:

9.1.0. Competencies for Integration

Four component competencies have been identified for enhancing integration of visually impaired in common with others. the ranking has been: (1) Setting of Goals, (2) Academic Planning, (3) Evaluation and Monitoring, (4) Identification and Placement.

9.1.1. Setting of Goals: This refers to the skills required for identifying goals which are appropriate, realistic and measurable. It also requires skills to set group goals and goals for sub-groups within the class. Another important factor is the involvement of parents in setting goals for their children. This particular competency is seen as the highest ranking competency. If one reviews the literature on integration of disabled children in general classrooms, one of the difficult task is to tailor down the activities and curriculum to suit the needs of all types of children having different potentialities. Naturally a teacher will require competencies to suit the individual needs within a group situation which becomes all the more important when a VIC child has to be taught along with normal children.

9.1.2. Academic Planning: This component of the skill for integration refers to planning of teaching activities according to individual differences within a classroom, utilisation of resource support, identification of teaching materials, use of support from parents and volunteers and adaptation of teaching acts according to the climate of the classrooms. The very fact that this receives the second highest ranking shows that these are some of the crucial areas in which teachers need intervention in terms of training. Though the present study does not collect information on the requirement of teachers for non-disabled children, chances are this type of pattern may emerge for general classrooms also.

9.1.3. Evaluation and Monitoring: This refers to the collection of information for evaluating the student progress, developing a feed back system and using evaluation data for assessing the goal attainment. Evaluation and monitoring as such a weak link in our teaching learning system though it is difficult to measure the results without proper base line. This is more so when disabled children are involved where positive feedback at every step is needed for students, teachers as well parents.

9.1.4. Identification and Placement: Surprisingly the literature in special education gives great emphasis for the identification and placement of disabled children in suitable programmes for education. the lowest ranking for this component shows the differential emotional-socio climate of Indian classrooms.

Contrary to provision for special institutions in India trend is towards normalisation of a disabled child. He is an integral part of home as a result it seems that schools are also not much bothered whether he has been properly identified and placed. The task is the child is there and he has to be served. Hence this may be the reason that teachers do not find the need for proper planning for the placement of a visually impaired child since they feel the comparatively greater need for preparation of classrooms to accept such children. However the very fact that the score for this rating is of comparative value to other competencies, this competency is also the felt needs of teachers.

9.2.0. Special Competencies for Teaching VIC

Special skills have been studied under eight headings. They are being discussed in terms of ranking received by them.

9.2.1. Planning Integration: When it comes to specific skills required for teaching VIC in integrated classrooms the emphasis shifts to planning for integration as compared to the skills required for enhancing integration. Planning integration involves components such as organisational planning, school community integration, writing behavioural objectives, establishing harmony and advocacy amongst the school personnel. This shows that as against integration as a general concept when it comes to specific category of children the teachers feel the need for planning and preparing for integrating such children in the classrooms. Hence this may be the reason that this component has received the highest ranking. /

9.2.2. Competency for Planning Instructional Strategies: This competency refers to selection of suitable instructional strategies, the content planning, use of proper equipments for assisting the visually impaired children in the classrooms. It shows the concerns of the teachers to have competency so that they can serve the child once he is enrolled in the classrooms.

9.2.3. Designing Curriculum: Recently some work has been done in India for adapting the curriculum to the needs of VIC in integrated classrooms which involves a lot of technical knowledge about the special requirements of the visually handicapped children. The very fact that this competency has been given the third place shows that though the task of teaching is more important yet a teacher cannot ignore the designing of curriculum. It may be noted that usually the curriculum designing is not teachers' cup of tea in Indian situation. Usually curriculum designing is done by experts where teachers may not be involved at all. Yet the teachers' concern to have competencies for designing curriculum reflect their strong opinion to have a say in the designing of the curriculum when disabled children are involved and their specific requirements may need technical knowhow on the part of the teachers.

9.2.4. Guidance and Counselling: This particular competency refers to identification of strength of VIC and providing not

only counselling to him but also to his family members. It also involves sharing the needs of visually impaired children with his peers. In a way this competency of the teacher is communicative of his role in acceptance of VIC by himself as well as by his peers and community. No doubt this particular competency has received fourth place in the ranking because no teaching act could be complete unless the individual is accepted by himself as well as by others around him. /

9.2.5. Atypical Pattern: This particular competency refers to the background knowledge that every teacher needs about his or her students. This refers to the need of teachers about the blindness, its impact, causes and development of patterns of visually impaired children.

9.2.6. Assessment of Visually Impaired Children: It is a tradition of the special schools that individual programme for each disabled children is developed which may not be a possibility for a regular classroom though the individual growth of each individual student is very very important. However the teachers did feel the need to know the various formal and non-formal assessment procedures for visually handicapped children, learning capacities in different areas and also use of results obtained from such procedures.

9.2.7. Community Support: This competency has received seventh ranking and refers to the skills of teachers to mobilise community support for the education of the disabled children. Though recently we have started talking about community involvement in education, community's role for education of disabled is, of still greater importance. There do have been many incidences where the teacher has been blamed for having a visually impaired child in the classroom and thus the fear of the parents for having negative effect on their children. Community support also involves recognising disabled children as its member.

9.2.8. Use of Media and Devices: In special education a lot of importance is given to the use of tactical material and embossed materials for the teaching of visually impaired children. It also involved the use of special apparatus like abacus. Teachers had given fourth place for competency in the use of media device. Again the comparative data for regular classrooms is not available but may be the teachers of visually impaired in integrated classroom feel the need to know the use of these devices. This also need to be incorporated in the context that most of the integrated education programmes do have a provision for resource support. Yet the teachers may feel himself handicapped if he does not have at least the minimum knowledge of the use of these media and devices which are basic to learning of VIC. This also explains the reasons for having the eighth place in the ranking.

9.3.0. Implications for Teacher Education Programmes

The objective of this study was to identify the competencies which can be incorporated in the development of teacher education programmes. Since no researches have been undertaken to develop empirical base for special teacher education programmes, the results of this research are applicable to such programmes as well as component of special education in general teacher education programmes. Specifically the skills which have been identified for enhancing integration need to be incorporated in all the programmes of teacher preparation that is the present preservice teacher education programmes for primary school teachers as well as bachelors' degree programmes. These also need to be incorporated in all the programmes of inservice teacher education though the four components in terms of ranking have been identified in the present research one would need to develop specific packages for developing these competencies. They also need to be further studied across other disabilities. As far as the special programmes for the preparation of teachers for integrating visually impaired children is concerned which will be currently taken up by few universities in the country like Banaras Hindu University, Kurukshetra University and Bharthiar University. It is necessary that all these programmes should take up the results of this research as the basis for planning their teacher education programmes for visually impaired children. Though this analysis has not been possible for this researcher the general experience is that these university programmes attach more importance to the knowledge of development patterns of blind children, assessment and placement and use of devices. Teaching of blind children as against the pattern which have emerged from this research. Use of this ranking is more important not from the view point of what should go in teacher education programmes but from the viewpoint of what should be given how much importance.

10.0.0. SUGGESTIONS FOR FUTURE RESEARCH

As has been mentioned under delimitations the research was originally planned to cover all the disability areas but a close look into the field shows the enormity of the task because of the special problems that the teachers of visually disabled children face in this country. Schools serving disabled children are scattered. Hence separate research need to be undertaken on similar lines for each disability. ERIC can design cooperative research projects to have comparable data across the disabilities as well for achieving better results in shorter time. This study needs to be replicated on a larger scale before the tools for identification of competencies can be considered as standardised. A beginning has been made to provide empirical base for the designing of teacher training programmes but this effort needs to be further replicated and validated.

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Department of Teacher Education
Special Education and Extension Services

Checklist for Teachers attitude toward equal educational opportunity for exceptional children in integrating classrooms.

Information Schedule

Name of the Teacher

School

Qualification

Academic

SSC/Matriculation

Pre-University

B.A/B.Sc.

M.A/M.Sc.

Professional

Gen. Teaching Special Teaching

Certificate

Diploma

B.Ed.

Any other

Date _____

Please tick mark (☐ / ☐) the most appropriate response.

(1) Have your school introduced the central sponsored scheme of integrated education for disabled scheme. _____

(2) If no, does your school propose to introduce the IED Scheme in next two years or so. _____

(3) If no, kindly specify the reason for not introducing the scheme, Tick mark.

- | | | |
|--------------------------------|-------|-------|
| 1. Resistance to IED Scheme | _____ | _____ |
| 2. Lack of trained manpower | _____ | _____ |
| 3. Lack of financial resources | _____ | _____ |
| 4. Any other specify | _____ | _____ |

- (4) If yes, when do you propose to introduce the scheme.
(Tick mark proposed years in the space provided) :-

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|------------|-------|-------|
| 1) 1987-88 | _____ | _____ |
| 2) 1988-89 | _____ | _____ |
| 3) 1989-90 | _____ | _____ |
| 4) 1990-91 | _____ | _____ |

- (5) Does your school system provide services for the handicapped? _____

- (6) Does your school have any provision for moving away from self-contained/special classrooms for the handicapped children. _____

- (7) Has your school system started a program to inform the regular classroom teacher about the services provided through special education. _____

- (8) In your school do your regular and special teachers talk informally about special education problems. _____

9. In school system already providing
special education are plans being _____
made to move away from self-contained
- classrooms for the handicapped.

10. Are formal meetings arranged to
communicate placements and
reintegration of special education _____
students within your school
system.

Checklist for Teachers - Attitude Toward Equal Educational
Opportunity For Exceptional Children in Integrating Classrooms

Instructions :

Given below are a number of statement concerned with teacher attitude and beliefs toward equal educational opportunity for exceptional children in integrated classrooms. We wish to know your reaction about each one of these. Please indicate by putting a tick mark() in the appropriate column of your choice. If you neither definitely agree nor disagree with the statement, put the mark against it on the uncertain column.

You are requested to reply frankly and your responses will be kept confidential :

- 1) Strongly Agree
- 2) Agree
- 3) Neither Agree/Nor Disagree
- 4) Disagree
- 5) Strongly Disagree

Competencies

R a t i n g

1. Being placed in a special education self contained classroom restricts the enhance for the student to fully participate in activities such as service organisations, Clubs, Sports etc. normally available to regular classroom students. 1 2 3 4 5
2. If given a chance special education students would participate in most school activities. 1 2 3 4 5
3. Public schools philosophies and objectives are limited to the range of normal children. 1 2 3 4 5
4. Children placed in self-contained special education classes are more likely to be seen as different than if permitted to stay in regular classes. 1 2 3 4 5
5. A child is socially isolated from his peers when placed in a self-contained special education class. 1 2 3 4 5
6. Special education placement practices have been free of socio-economic and racial discrimination. 1 2 3 4 5
7. Under normal conditions the regular classroom teacher feels imposed upon to help special education students. 1 2 3 4 5

8. Special self-contained classes seem to be adequately providing academic services for the mildly handicapped and do not need to be changed. 1 2 3 4 5
9. Special self-contained classes for the mildly handicapped have proved to be more effective than regular classes have been for these students. 1 2 3 4 5
10. If there was a movement away from self-contained special classes for the mildly handicapped, regular classroom teachers would be willing to accept special education students into their classes. 1 2 3 4 5
11. The regular classroom teacher would feel more comfortable if special education would assist in providing services in the regular classrooms. 1 2 3 4 5
12. If time were available to work with special education personnel regular classroom teacher would take advantage of this opportunity. 1 2 3 4 5
13. I recommend the use of resource rooms for handicapped children in future. 1 2 3 4 5

Department of Teacher Education,
Special Education and Extension Services,
(N.C.E.R.T.)

Competency Checklist for Teachers of Visually
Impaired Children in Integrated Classrooms.

Instructions :

Below are listed competencies alongwith indicators which are considered to be important for teaching visually impaired children.

Part A presents general competencies which will enhance integration.

Part B presents specific skills for teaching visually impaired children in common with others.

Indicators of a particular competency have been mentioned to help you interpret the competencies under Part B. Do you agree with those competencies for successful teaching in integrated classroom. On the basis of your experience rate your view on a five point scale by circling your Rating Response Code ---

1. Strongly Agree
2. Agree
3. Neither Agree/Nor disagree
4. Disagree
5. Strongly Disagree

Competencies for Integration

<u>Competencies</u>	<u>R a t i n g</u>				
1. Identify the pupil in need of individual instruction.	1	2	3	4	5
2. Identify the school-wide planning about integration.	1	2	3	4	5
3. Identify/develop a personal training programme about integration. (For Teacher's own orientation-Reading attending seminars)	1	2	3	4	5
4. Participate in parent and community orientation programmes about integration.	1	2	2	4	5
5. Identify special students for entry into the regular class.	1	2	3	4	5
6. Prepare members of the regular class for entry of special students into the class.	1	2	3	4	5
7. Identify/determine the special educational needs of students.	1	2	3	4	5
8. Identify the presents level of functioning of students.	1	2	3	4	5

Identify the goals for students that are appropriate, realistic and measurable.

Identify the group goals and goals for sub-groups within the class.

10. Identify the group goals and goals for sub-groups within the class.

11. Involve parents in setting goals for their children.

12. Planning the teaching in response to individual differences.

13. Identify grouping patterns that are flexible and varied.

14. Utilise special education resource teachers staff.

15. Identify/develop instructional materials.

16. Identify/develop flexible time schedules.

17. Use volunteers and parents to supplement classroom activities.

Use volunteers and parents to supplement classroom activities.

18. Plan and carry^{out} the adaptations of the classroom physical environment. 1 2 3 4 5
19. Identify the techniques to manage individual and group behaviour. 1 2 3 4 5
20. Identify class activities to encourage interaction. 1 2 3 4 5
21. Provide instruction in coping strategies. 1 2 3 4 5
22. Plan for improvement of psychological climate of the class. 1 2 3 4 5
23. Collect and record data for evaluating student progress. 1 2 3 4 5
24. Identify/develop feedback system to furnish data to students, teachers and parents. 1 2 3 4 5
25. Use evaluation data to assess goal attainment. 1 2 3 4 5

Special Competencies

Part 'B'

<u>Competencies</u>	<u>Indicators of Skills</u>	<u>R a t i n g</u>
1. Identify the impact of the following on development: 1) Total Blindness, 2) Congenital loss, 3) Acquired visual loss, 4) Partial vision.	Through formal and informal written test as well as analyses of case-studies and reports of socialists.	1 2 3 4 5
2. Understand the causes of visual impairment and infer effects on behaviour, social, emotional and intellectual.	Present orally and writing examination as well as analyse case-studies.	1 2 3 4 5
3. Identify and transmit knowledge of visually handicapped learners to their school, personnel, parents and community workers.	Through transmission of knowledge of normal and a typical developmental patterns.	1 2 3 4 5
4. Identify the effect of socio-economic conditions and emotional climate of the home on the blind child as social emotional and intellectual.	Analyses the socio-economic factor verbally as well as through case-studies.	1 2 3 4 5

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| 5. Identify the various informal assessment procedures for visually handicapped learners in sensory, motor and perceptual and cognitive areas. | Provide the various type of informal assessment procedures for visually handicapped learner. | 1 2 3 4 5 |
| 6. Identify all the formal assessment procedures appropriate for visually handicapped learners. | Indicate the formal assessment procedure for visually handicapped learner | 1 2 3 4 5 |
| 7. Identify the rationale for selection of informal and formal assessment procedures and instruments ^{to} specific/visually handicapped. | Select appropriate informal and formal procedure for specific purpose and specific visually handicapped learners. | 1 2 3 4 5 |
| 8. Identify observational techniques in both formal and informal assessment for visually handicapped learners (VHL). | Administer and score, profile informal and formal assessment data and revision. | 1 2 3 4 5 |
| 9. Prepare the results of informal and formal | Submit written reports, analysis and interpretation | 1 2 3 4 5 |

assessment data for a variety of V.H.L. as applicable for parents, the students, the regular classroom teachers.

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| 10. Identify the areas of curriculum for visually handicapped learners. | List and describe the content of specialised curriculum within each area for V.H.L. | 1 2 3 4 5 |
| 11. Identify/select design and modify instructional programmes for visually handicapped learners. | Present and evaluate instructional programme in one/more of the /or areas of concept development with a given assessment profile. | 1 2 3 4 5 |
| 12. Identify the communication skills necessary for V.H.L. | Present and evaluate instructional programme in one/more of the communication skills | 1 2 3 4 5 |
| 13. Identify the social and independent living skills necessary for V.H.L. | Present and evaluate instructional program for teaching basic independent living skills. | 1 2 3 4 5 |

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| <p>14. Identify and modify instructional programme to meet the specific social and independent living skills of V.H.L.</p> | <p>Present and evaluate an instructional Program in one or more areas of social and independent living skills.</p> | <p>1 2 3 4 5</p> |
| <p>15. Identify the basic orientation and mobility skills necessary for V.H.L. such as trailing, sighted guide technique room orientation, sound localization, protective techniques, direction techniques.</p> | <p>Present and evaluate an instructional program for teaching basic orientation and mobility skills for visually handicapped learners.</p> | <p>1 2 3 4 5</p> |
| <p>16. Identify the problem related to low vision conditions like eye hand co-ordination having the things with eyes.</p> | <p>Identify the educational significance of specific oculomotor dysfunction for individual learner.</p> | <p>1 2 3 4 5</p> |
| <p>17. Describe the problems in visual perception specific to V.H.L. such as discrimination recognition visual closure etc.</p> | <p>Identify the specific problem in visual perception and plan appropriate activities for a visually handicapped learner.</p> | <p>1 2 3 4 5</p> |

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| 18. Identify the sequence of development in visual perceptual learning. | Identify the appropriate activities equipment materials to facilitate visual perceptual development. 1 2 3 4 5 |
| 19. Identify the problem related to auditory perception attend locating the source of sound, memorising from auditory sources in visually handicapped. | Identify auditory processing experienced by visually handicapped learners. 1 2 3 4 5 |
| 20. Identify the problems and remediations related to language development in visually handicapped children such as verbal unreality. | Indicates the educational implication of problems of language development. 1 2 3 4 5 |
| 21. Identify problems related to tactual learning in visually handicapped learners such as model, maps and braille reading | Present examples of intervention technique in tactual learning as an alternative to visual learning. 1 2 3 4 5 |

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| 22. Identify the different type of activities and exercises to gross and fine motor skills. | Present examples of curriculum content to teach sequentially gross agility, balance and posture skills. | 1 2 3 4 5 |
| 23. Plan field-trip appropriate/effective for various types of visually handicapped learners at different levels of learning integrated into subject area Content. | Conduct a field-trip and evaluate it in relation to a learning sequence. | 1 2 3 4 5 |
| 24. Interpret observation of the child's play skills necessary for V H L to maximise their intellectual emotional social and physical development. | Observe play behaviour present interpretations and develop strategies based on interpretations | 1 2 3 4 5 |
| 25. Select design and modify instructional program that will prepare the visually handicapped children cope on his developmental levels with the reactions of the seeing population. | Identify the instructional program developed for various age groups. | 1 2 3 4 5 |

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26. Identify the program demonstrating skills in utilizing role playing utilizing role playing technique for V.H.L. techniques. 1 2 3 4 5
27. Identify the problem involved in visual tests for tactile exercises, diagrams, and reading. Create the visual tests for tactile exercises, diagrams, and reading. 1 2 3 4 5
28. Identify and evaluate point material for specific V.H.L. and plan necessary adjustment for ease in reading. Modify visual material, enlarge and simplifying to render comfortable and intelligible, copies for specified learners. 1 2 3 4 5
29. Identify the various devices suitable for visually handicapped learners. Demonstrate ability to use and evaluate devices. 1 2 3 4 5
30. Identify the skills in use of abacus by solving problems for visually handicapped learners. Demonstrate skills in use of abacus by solving problems in all basic operation. 1 2 3 4 5
31. Operate and care for recording devices and listening equipment. Select and/or prepare evaluate recorded materials. 1 2 3 4 5

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| <p>32. Operate and care for braille writers, typewriters, state and stylus, handwriting devices, screen board, raised line drawing kit of writing instruments for visually handicapped children.</p> | <p>prepare/evaluate the production of written materials with all devices.</p> | <p>1 2 3 4 5</p> |
| <p>33. Identify the technical aids for the production and reproduction of materials.</p> | <p>Demonstrate use and care of technical aids.</p> | <p>1 2 3 4 5</p> |
| <p>34. Identify and transmit proficiency in use of media devices necessary for the education of the visually handicapped learners.</p> | <p>Transmit proficiency in use of media and devices necessary for the education of visually handicapped children.</p> | <p>1 2 3 4 5</p> |
| <p>35. Identify the basic principles for selection and development of instructional strategies that are applicable for V.H.L.</p> | <p>Selected instructional strategies using basic principles of instruction for learning. Demonstrate to peer.</p> | <p>1 2 3 4 5</p> |

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| 36. Identify/select the appropriate instructional strategies for teaching subject area content for visually handicapped children. | Specify strategies for instructive of a given case study and subject area. Demonstrate to Peers. | 1 2 3 4 5 |
| 37. Demonstrate ability to transmit the basic principles of instructional strategies for V.H.L. to other school personnel, parents & community worker. | Through simulation with peers and supervised practicum experiences. | 1 2 3 4 5 |
| 38. Identify the utilization ^{of} instruction media for visually handicapped children in terms of sensory modalities visual tactile and auditory which they operate. | Analysis operation of a specific piece of media equipments in relation to learning by V.H. and demonstrate its use to peers. | 1 2 3 4 5 |
| 39. Determine source for media specified/especially for visually handicapped learners. | Prepare lists of source and complete other forms for obtaining selected instructional purpose for hypothetical situations | 1 2 3 4 5 |

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| <p>40. Identify sources of existing standards for the production of sound recorded braille print, tangible aids, illustration etc. for visually handicapped children.</p> | <p>Demonstrate and simulated in practical experiences used and scoring of media.</p> | <p>1 2 3 4 5</p> |
| <p>41. Identify principles of media development in content areas.</p> | <p>Select appropriate media for a concept to be taught in a subject area. Demonstrate through simulation in practicum situation.</p> | <p>1 2 3 4 5</p> |
| <p>42. Assist visually handicapped learners and parents to understand the principles of use of media in education</p> | <p>Develop and implant a plan to provide visually handicapped children, and their parents with information about the principles involved in the use and selection of educational media.</p> | <p>1 2 3 4 5</p> |

43. Identify sources for repair of media for visually handicapped learners. Given a list of media for V. H. needing repairs arrangement to be made for repairs of each. 1 2 3 4 5
44. Identify potential strengths of an individual visually handicapped learner as a result of appropriate guidance programs. Observe record strengths of a specific learners. 1 2 3 4 5
45. Involve inter-professional personnel individual needs of the visually handicapped learners. Involve inter-professional personnel meeting the needs of a specific visually handicapped children while in field practice and under supervision. 1 2 3 4 5
46. Provide for appropriate guidance services for parents and families of visually handicapped learners. Survey the local, state level for guidance services and resources for visually handicapped children. 1 2 3 4 5

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| 47. Identify needs of visually handicapped learners participation relationship with others in the community. | Provide plan to specific opportunities for handicapped and others. | 1 2 3 4 5 |
| 48. Evaluate the relationship between visually handicapped learner and family member. | Analyse case studies observation and apply evaluation techniques. | 1 2 3 4 5 |
| 49. Identify strategies to encourage continuation of educational goals in the home. | Analyse case studies and observation. | 1 2 3 4 5 |
| 50. Identify the specific types of agency which effect the visually handicapped learner and provides the economic basis for the services. | Through meet agency personnel | 1 2 3 4 5 |
| 51. Select appropriate community groups which effect the delivery of services to the visually handicapped learners. | Document evidence of active agency participation for designated period of time. | 1 2 3 4 5 |

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| <p>52. Describe the procedures for developing community resources and volunteers who serve the visually handicapped learner.</p> | <p>Identify the appropriate voluntary organization and services</p> <p>1 2 3 4 5</p> |
| <p>53. Identify and formulate a philosophy regarding visually handicapped learner which is consistent with current practices and professional standards of the field.</p> | <p>Through a statement of philosophy setting reference and research.</p> <p>1 2 3 4 5</p> |
| <p>54. Identify the problems, issues and public policy related to the education of visually handicapped children.</p> | <p>Research conducted in civic and legislative processes of knowledge on current policies.</p> <p>1 2 3 4 5</p> |
| <p>55. Identify the need of advocacy for the visually handicapped.</p> | <p>Demonstrate through simulation the advocacy for visually handicapped children.</p> <p>1 2 3 4 5</p> |
| <p>56. Develop strategies for the acceptance of the visually handicapped child by peers, staff and administration.</p> | <p>Demonstrate the strategies for parents, staff and others for visually handicapped children.</p> <p>1 2 3 4 5</p> |

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| 57. Identify the various organisational plans for school programs, in relation to specific need of individual visually handicapped learners. | Analyse strengths and weaknesses of various organisational plans for specific visually handicapped learners. | 1 2 3 4 5 |
| 58. Identify the necessary abilities to engage in mainstreaming process to school parent and community worker. | Transmit the necessary abilities to engage in the mainstreaming process to others. | 1 2 3 4 5 |
| 59. Identify the values proposes and techniques of writing behavioural objectives for visually handicapped learners. | Through written criteria for visually handicapped learners when given behavioural objectives. | 1 2 3 4 5 |
| 60. Identify the specific aspects of an on-going program and to make plans for bringing programme element into harmony with those standards. | Prepare a plan for program modification to meet standards for a particular program. | 1 2 3 4 5 |
| 61. Identify/transmit the demonstrate knowledge of evaluation criteria to other school personnels etc. | Transmit knowledge of evaluate criteria etc. | 1 2 3 4 5 |

APPENDIX - III

LIST OF INSTITUTIONS COVERED

1. Model School for the Blind, National Institute for the Visually Handicapped Dehradun
2. Rastriya Virjanand Andha Kanya Vidyalaya New Delhi
3. Sri Ramakrishna Mission Vidyalaya Coimbatore
4. Sharp Memorial School Dehradun.
5. JPM Senior Secondary School New Delhi
6. President Estate Senior Secondary School New Delhi